RELEASED BY DPL

RELEASED BY DPL

SCHOOL DOCUMENT NO. 10—1936
BOSTON PUBLIC SCHOOLS

ANNUAL REPORT OF THE SUPERINTENDENT

DECEMBER, 1936

BOSTON
PRINTING DEPARTMENT
1936

BOSTON, December 14, 1936.

To the School Committee of the City of Boston:

I have the honor to submit herewith the fifty-fourth annual report of the Superintendent of Public Schools.

This report covers the school year ending August 31, 1936.

Respectfully submitted,

PATRICK T. CAMPBELL,
Superintendent of Public Schools.

(1,000-12-14-'36.)

D370 M47

TABLE OF CONTENTS

		Page
1.	Statistical Data Regarding the Boston Public Schools,	4
	School Membership	4
	Financial Statement	5
2.	Finances	6
3.	Building Program	8
4.	School Population	12
5.	Kindergartens	13
6.	State and Federal Projects	14
7.	Guidance	16

APPENDIX

I.	Participation in National Youth Administration	23
II.	Comparison of Pupil Enrolment by Grades	27
III.	Safety Education Research Survey	30
IV.	School Safety Survey	35
V.	Report of Director of Music	38

SCHOOL MEMBERSHIP

The following table shows the total registration, the average number belonging and the average attendance of pupils in the Boston public schools during the school years 1933–34, 1934–35 and 1935–36.

	Total Registration			Average Membership			Average Number Attending		
	School year ending June 30			School year ending June 30			School year ending June 30		
	1934	1935	1936	1934	1935	1936	1934	1935	1936
Teachers College of the City of Boston.	600	573	579	560	556	582	538	539	558
High and Latin	32,478	33,179	33,137	29,137	29,925	30,252	27,027	27,457	27,926
Elementary Grades	99,778	98,663	95,382	92,774	91,747	89,150	86,654	85,258	82,755
Kindergartens	12,787	10,467	10,385	10,192	8,795	9,041	8,299	7,303	7,357
Totals	145,643	142,882	139,483	132,663	131,023	129,025	122,518	120,557	118,596
Special Schools	4,146	4,173	4,134	3,081	3,205	3,157	2,761	2,869	2,850
All Day Schools (except Continuation and Day School for Immigrants).	149,789	147,055	143,617	135,744	134,228	132,182	125,279	123,426	121,446
Evening High	9,085	9,124	8,596	5,338	5,107	4,747	4,214	4,004	3,669
Evening Elementary	4,673	4,812	3,908	2,582	2,607	2,214	2,138	2,145	1,762
Boston Trade School (Evening Classes).	1,304	1,522	1,589	799	955	1,011	649	788	852
Totals, Evening Schools.	15,062	15,458	14,093	8,719	8,669	7,972	7,001	6,937	6,283
Continuation School*	1,281	804	828	298	210	223	257	190	178
Day School for Immigrants.	645	636	566	393	386	438	327	321	381
Totals of all Schools,	166,777	163,953	159,104	145,154	143,493	140,815	132,864	130,874	128,288

* Represents number of children between the ages of fourteen and sixteen who are not enrolled in any regular day school.

FINANCIAL STATEMENT

The following table copied from the report of the Business Manager summarizes concisely the expenditures for maintenance of public schools; for repairs and alterations of school buildings, for the cost of land and new buildings (exclusive of interest, sinking fund and serial debt requirements); and exclusive of pensions to teachers and others, who are members of the Boston Retirement System; for the period beginning January 1, 1935, and closing December 31, 1935.

Salaries of administrative officers, clerks, stenographers, supervisors of attendance and other employees	$418,404 56
Salaries of principals, teachers, members of the supervising staff and others	12,478,789 63
Salaries of custodians and salaries of matrons,	972,153 63
Fuel and light (including electric current for power)	473,277 58
Supplies, equipment and incidentals	741,935 64
Pensions to supervisors of attendance and pensions to custodians	313 34
Pensions to veterans	6,020 23
Promoting the Americanization and better training for citizenship of foreign-born persons	20,849 52
Vocational guidance	52,460 46
Physical education (salaries of teachers, members of the supervising staff and others and supplies and incidentals — day schools and playgrounds)	226,371 02
Salaries of school physicians, salaries of school nurses and care of teeth	230,462 81
Extended use of the public schools (salaries and supplies and incidentals)	71,701 85
Pensions to teachers	126,555 86
Alterations, repairs, furniture and fixtures	1,208,214 10
Lands, plans and construction of school buildings	1,256,276 83
Total	$18,283,787 06

FINANCES

For a number of years previous to 1935, under the laws of the Commonwealth, the School Committee in its annual budget made appropriations in nine separate items. These appropriations, so many dollars and cents, were figured on each one thousand dollars of the average valuation of the city for the three years preceding.

1.	For the purchase of land, erection and furnishing of new buildings, and administrative purposes	$0 68
2.	For repair and alteration of existing buildings,	91
3.	General school purposes	7 20
4.	Physical education	15
5.	School physicians and nurses	12
6.	Extended use of school buildings	04
7.	Americanization	03
8.	Vocational guidance	03
9.	Pensions	05

The items three to six, inclusive, were combined into one general item. As a result the budget for 1935 contained but three separate items:

1.	Land and buildings	$0 68
2.	Alterations and repairs	91
3.	General school purposes	10 07

Under item number three, the School Committee must now allot to each account that amount of the general fund which to the Committee seems proper.

Whenever the needs of the schools required more money than these provisions produced, the School Committee must, under the law as it had existed up to the end of 1935, appeal to the Legislature for a grant of increased appropriating power. The Joint Committee of the Legislature on Municipal Finance has for a number of years believed that this procedure was cumbersome and a needless invasion of the rights of the city to control its own expenditures and the development of its own school system.

In the session of 1936, therefore, the General Court set up a new plan which would do away with the necessity of these annual appeals to the Legislature by the School Committee. Items one and two were retained, still based on the valuation of the whole city: For Land and Buildings, $0.50 instead of $0.68 as heretofore; for Alterations and Repairs, $0.85 rather than $0.91. The third item, for all other school purposes, formerly $10.07 on each $1,000 of the valuation of the city, was changed to a total sum of not more than $15,160,000 each year. As enacted in the previous session the School Committee in its annual budget must allot to each activity that portion of the total amount available which seem to it proper. In addition to the constant $15,160,000, the Committee may under the law appropriate its income and any balance remaining from the appropriation of the previous year.

From the concise summary of the budget for 1935, which appears on page 5 of this report through the cooperation of the Business Manager, it is clear that for all the items indicated the School Committee appropriated a total of $18,283,787.06.

It should be made clear that of $1,256,276.83 appropriated for Land and Buildings, only $120,000, the cost of administration, was appropriated from the $0.68 item and therefore raised by the tax levy. The remaining $1,136,276.83 was appropriated by the School Committee to cover the cost of several building projects undertaken in cooperation with the Federal Government and raised by bond issue.

The Legislature did not bind the Committee in a financial strait-jacket. If the decrease of balances and income or the increase of school needs shall in any year indicate that the total sum that may be appropriated by the School Committee will be insufficient to maintain the School Department, the School Committee may appeal to the Mayor and the City Council, which are empowered by the enactment of 1936 to grant to the School Committee increased appropriating power.

The School Committee has, with the cooperation of every employee of the Department, made every effort to keep expenditures within the limits already set. Since, however, this is the first year of the new procedure, it would not be surprising if it should be necessary for the School Committee to appeal for a slight increase of appropriation for 1937.

BUILDING PROGRAM

The financial year opened in January with conditions much the same as those which had presented themselves the year previous. As the Superintendent of Public Schools stated in his report for 1934: "On the one hand the Committee desired to relieve, as far as possible, the overburdened taxpayer upon whom the depression continued to bear most heavily, while on the other hand they recognized the demand for many new school accommodations."

The Board of Apportionment brought to the attention of the School Committee nine projects which it felt merited early attention, five of which had been in a proposed Public Works Administration program in 1935, but had failed of Federal inclusion. Four of the above-mentioned five were approved by the School Committee as its land and building program for the year. This program would have called for an expenditure of $649,998 exclusive of administration expenses and rent of hired accommodations. On November 18, 1935, the School Committee appropriated a total of $3,570,000 for ten projects approved for construction under the Federal Public Works Administration. This list included the four items of the School Committee's 1935 program and other approved projects which had been omitted solely with the object of reducing the current tax levy. The State Emergency Finance Board found it necessary to disapprove five of the proposed P. W. A. projects, leaving the following as the final construction program for 1935: (It should be noted that the Federal Public Works Authority refunds to the city on all these buildings roughly forty-five per cent of the cost.)

1. New Intermediate School, Eliot Square, Roxbury, $780,000

This building, under construction on a site purchased for the purpose in 1927, is expected to be completed in time for occupancy in September, 1937. It will contain 30 standard classrooms and the usual intermediate school facilities. In this building it is planned to house the intermediate grades of the Dudley and Dillaway Districts of the Comins building, and possibly of the southern half of the Sherwin and Hyde districts.

The occupancy of the new building will relieve the Dudley district of three portables, the Dillaway district of an old building with practically no play space, and the four-story Comins

building of the use of its upper floors. It will also reduce somewhat the pressure on crowded high schools now serving these districts.

2. New Lucy Stone School, John Marshall District, Dorchester, $185,000

This special class center, being erected on a school site enlarged in 1925 for the purpose, will be ready for occupancy early in the fall of 1936. It will contain twelve standard special classrooms, a combination lunch-assembly-gymnasium room, two manual training rooms, office, health room, etc. It will supersede the present one-story, wooden, six-room structure which, since its erection in 1923, has always been considered of a temporary character. Its occupancy will increase the capacity of this center from about ninety pupils to about two hundred, thus housing pupils now in four portables, relieving overcrowding, and caring for a long waiting list.

3. New Intermediate School, Phillips Brooks District, Dorchester, $850,000

This school is rapidly approaching completion on a site purchased for the purpose in 1921 and enlarged in 1923. It is a standard forty-classroom structure and is intended to house the pupils of Grades VII, VIII and IX now in the John Winthrop, Phillips Brooks, and Christopher Gibson Districts, and in local and central high schools. Its occupancy should make unnecessary the further use for school purposes of four portables at the Dorchester High School for Boys, seven portables in the Christopher Gibson District, five portables in the Phillips Brooks District, and the one-story, two-room, Howard Avenue Annex, erected in 1896. It should somewhat relieve the pressure on the local high schools by relieving them of Grade IX pupils.

4. Addition to South Boston High School, $535,000

This addition, practically ready for occupancy, was erected on the ample grounds of the high school. It contains five shops for trade and mechanic arts instruction, one mechanical drawing room, seven standard classrooms, one office practice room, one standard typewriting room, two teachers' rooms, one physics laboratory and one general science room. It also provides for an enlarged gymnasium and an enlarged assembly room. Its occupancy relieves us of the rent of hired accommo-

dations, relieves overcrowding, more adequately and conveniently houses the cooperative industrial course, and provides a little added capacity for growth.

5. Alterations for New Cafeteria at English High School, $110,000

The large, overcrowded English High School has suffered for many years from inadequate, inconvenient, dark and most unattractive lunchroom accommodation. Many plans have been proposed for amelioration of this bad situation. Utilization of an inner court, with ample overhead light, and without cutting off any light from classrooms, has proved a possible and entirely satisfactory solution. Very soon bright, attractive, efficient lunchroom accommodations will be ready to seat eight hundred pupils at a time. The accommodations include food preparation room, lunch counter, and room for attendants.

The Department of School Buildings turned over to the School Committee for occupancy during 1936 the following buildings and additions: (It should be noted that the Federal Public Works Authority refunds to the city on all these buildings roughly forty-five per cent of the cost.)

1. A standard forty-classroom intermediate building on Cummins Highway, Roslindale, to house the pupils of the former Washington Irving building which has been remodeled for high school purposes.

Appropriations:

October 15, 1934, plans, construction and furniture	$800,000 00
July 6, 1936, additional by transfer	18,000 00
	$818,000 00

Accepted for occupancy August 16, 1936.

2. A twelve-classroom addition to the Robert Gould Shaw intermediate building in West Roxbury, relieving overcrowded conditions, providing lunch and domestic science rooms and administration office, and releasing five portables.

Appropriations:

May 15, 1933, plans	$1,500 00
July 30, 1934, additional land	10,000 00
October 15, 1934, plans, construction and furniture	325,000 00
January 20, 1936, additional by transfer	40,000 00
	$376,500 00

Accepted for occupancy, August 26, 1936.

3. The Patrick F. Gavin School, a thirty-six standard classroom intermediate building on Dorchester street, South Boston, housing girls of Grades VII, VIII and IX from the John A. Andrew, the Norcross, and the old Shurtleff Districts.

Appropriations:

February 28, 1934, plans, construction and furniture	$800,000 00
May 21, 1934, additional land	8,500 00
January 30, 1936, transferred to Robert Gould Shaw Addition	40,000 00
April 21, 1936, additional land	7,666 69
	$776,166 69

Accepted for occupancy, January 20, 1936.

4. The Joyce Kilmer elementary school on Baker street, West Roxbury, in the Beethoven District. This is a standard thirteen-classroom building.

Appropriations:

April 9, 1934, plans, construction and furniture	$158,000 00
October 3, 1934, by transfer	10,000 00
January 3, 1935, by transfer	614 12
April 21, 1936, transferred to other projects.	1,145 00
	$167,469 12

Final acceptance, June 5, 1935.

5. A nine-classroom addition to the East Boston High School.

Appropriations:

April 9, 1934, plans construction and furniture	$160,000 00
November 18, 1935, by transfer	1,702 92
	$161,702 92

Final acceptance, September 6, 1935.

Despite the foregoing portrayal of substantial progress under difficult conditions, it should be noted that there are several situations which should be relieved at the earliest possible moment. The most obvious of these are the ones remaining from the P. W. A. program referred to above as

being omitted in 1936 because of disapproval by the State Emergency Finance Board solely for financial reasons. These are the

Six-classroom addition to the High School of Practical Arts in Roxbury.

Sixteen-classroom addition to the William Howard Taft Intermediate School in Brighton.

Seven-classroom addition to the Boston Trade School on Parker street, Roxbury.

SCHOOL POPULATION

The decrease in the number of pupils in the elementary schools which the Superintendent has pointed out in previous annual reports has continued through the school year 1935. A study of the enrollment of Grades I to VIII, inclusive, for the period 1930 to 1935 shows a decrease from the total of 87,551 in 1930 to 81,191 in 1935, or an average decrease of 1,000 pupils per year. It has been pointed out year by year that this decrease must soon affect the high school population at no distant day. As yet, however, the fact that very few parochial high schools have been established, the tendency to remain longer in school and other influences not easily describable have caused a constant increase in Grades IX to XII. In 1930 the pupils in these grades numbered 30,487; and in 1935, 37,711,—an increase of 7,224. It will be seen that the increase in the upper grades over this six-year period has barely offset the losses in the primary-elementary classes.

It is clear, therefore, that as these smaller classes reach the high school we must expect if not a decreasing at least a static population in the upper grades. There will continue an increase in pupil numbers in Brighton, Roslindale, West Roxbury and Hyde Park which will require additional buildings for the primary-elementary grades in those districts. This will explain the anomaly of increased building programs with a declining primary-elementary school population. The rooms made vacant in the older parts of the city cannot be transferred to the newer, growing districts. New intermediate school buildings must be provided in the Edward Everett or the William E. Russell District, in the Dudley District, and in the South End if we are to complete our intermediate school program and give equal educational opportunities to the children of all parts of the city.

When the new building was erected for the Brighton High School, the old building was altered to house the William Howard Taft Intermediate School. Changes, the best under the conditions of the moment, have resulted in dark classrooms, rooms too small for a regular division, crowded desks. The sanitary accommodations are not sufficient for the number of pupils and the lunchroom is wholly inadequate. On the list of school building projects approved in 1936 by the School Committee, the Mayor and the City Council, and the Federal authorities, the addition to the Taft School was placed third. For some reason, as yet undiscovered, the State Emergency Finance Board rejected this item although it approved others lower on the list. When the financial position of the city becomes more nearly normal this problem must be given first consideration.

Not for many years shall the Committee need to consider new high school construction since only one real problem in this field awaits solution. Nearly ten years ago money was appropriated for the construction of a new building for the Girls' High School. Other needs seemed, however, more pressing and the funds were transferred to these projects. The problem remains, especially the Girls' High School Annex on Massachusetts avenue between Washington street and Shawmut avenue. This Annex consists of what were once three private dwellings. The premises never were suitable for school purposes. There are no adequate toilet facilities and only an excuse for a lunchroom. Stairways are narrow and passage from room to room difficult. It is doubtful if any other large city would tolerate, as Boston has for years, the conditions which prevail here.

KINDERGARTENS

During the last decade careful investigation led to the belief held by most authorities that a child should have a mental age of not less than five years and ten months to undertake the use of the symbols in reading and writing in Grade I. Since admission to the kindergartens was in our schools fixed at four years, it followed that many children entered the first grade at the age of five years; in very many cases too immature to handle the symbols in reading and numbers. Many children were retarded in Grade I or II and began their school career with failure in this the most critical period of their

school life. In an effort to improve this condition, the School Committee, on the advice of the Board of Superintendents, in 1934 raised the age of entrance to the kindergarten to four years, six months, thus increasing the age of entrance to the first grade to five years, six months. The protest of parents who objected to the rule which would keep their little ones out of school for another year made the maintenance of this rule so difficult that the School Committee restored the former entrance age of four years as of September 1, 1936. This lowering of the age of admission has led to a considerable increase in the number of children in the kindergarten classes. By the same order which reduced the age of entrance to four years, the School Committee voted that admission to Grade I from the kindergarten should be not automatic but by promotion as in all the grades.

To care for the children who are not yet ready to enter Grade I and those who although admitted have proved that they are not yet old enough to do the lessons of Grade I, we hope to establish preliminary classes which will bridge the gap between the kindergarten and Grade I. In order to save these little ones from the stigma of failure, we hope under the leadership of Assistant Superintendent Mary C. Mellyn to prepare a course of study which will apportion the work of the primary grades in four classes so that in four years, without retardation, these immature children may complete the work of the primary grades and enter the elementary grades on an equal footing with their more mature companions.

STATE AND FEDERAL PROJECTS

During the school year 1935–36 the School Committee continued the Opportunity School for adults and the Pre-school groups. Each of these projects was expanded somewhat. The Pre-school groups under the supervision of Miss Susan J. Ginn, Director of Vocational Guidance, were continued throughout the summer months with great success. The Adult group under Mr. Edward J. Rowse, Commercial Coordinator, took in part the work of the summer review schools which were eliminated for the year because of lack of funds. This work was very well done and enabled many boys and girls to secure promotion denied in June, or to qualify for a diploma.

At the Evening Trade School, with the support of the George-Ellzey Fund administered by the State Department of Education, classes in pipe-welding were conducted for journeymen plumbers that they might be able to qualify for the changing methods in their trade.

At the South Boston High School on Saturday morning the Department of Manual Arts, in cooperation with the State Department, conducted classes in sheet metal work for apprentices in employment. The results were pleasing to the employers and to the Labor Union. During the summer, in answer to the requests of employers, the Department of Manual Arts conducted an intensive course at the Hyde Park High School for graduates and other young men in machine shop practice. It is gratifying to note that nearly all the boys who took this course have found full-time employment.

In all these projects carried on in cooperation with the State Department of Education the only expense incurred by the School Committee was one half the cost of material, light and power, and one half the cost of custodial service.

The Department hopes to expand its activities in cooperation with other agencies to men actively engaged in the trades to improve their knowledge of their trade and to prepare young men for entrance into the work of their choice.

After a study of conditions, in which Boston participated, the Federal Government established the National Youth Authority to aid young men and women to continue their high school course. This project in Boston was assigned to the care of Dr. Frederick J. Gillis, Assistant Superintendent. Later in these pages will be found a detailed report of this activity.

Each year the hazards of traffic increase, each year tells its increasing story of injury and death. For years Mr. John C. Brodhead, Assistant Superintendent, has labored in this field and has brought down, with the help of the Principals, the number of accidents to school children. Much, however, beyond our ordinary resources remained to be done. Through the enterprise of Mr. Frederick R. Sullivan, Chairman of the School Committee, the Federal authorities were led to approve a comprehensive study of traffic conditions in Boston affecting school children. Dr. John P. Sullivan, Supervisor of Health Education, was placed in direct charge of the project and

organized a very effective group whose labors have already borne fruit. Later in these pages is presented a summary of the work and plans for the future prepared by Dr. Sullivan.

GUIDANCE

This report has already called attention to the fact that many pupils are now remaining through the grades of the high school who formerly withdrew from school at the end of Grade VIII or IX. It has thus come about that many boys and girls are in our upper grades who cannot profit by the courses now laid down for the high schools. Experiments are under way in some of our high schools to evolve a course of study which these pupils can pursue with profit on an honest basis of accomplishment. No greater wrong can be done to the adolescent boy or girl than to credit him with success in a subject when by any reasonable standard failure alone could be recorded. By this we do not mean to advocate an impossible standard of excellence but to arrange courses of study within the limits of pupil's power and then to demand that the work be done to the best of the pupil's ability.

Much may be accomplished for these pupils and for all the pupils in our intermediate and our high schools by proper guidance.

It is necessary, then, at the outset, to define broadly what we mean by guidance and to state, without detail, the benefits we hope to secure by the development of a guidance program, particularly for the intermediate and high schools. Guidance may be defined as a conscious effort on the part of the school to help the student take advantage of all the opportunities offered by the school to develop to the fullest possible degree his native faculties; that, through this development, he may prepare himself for a course beyond the school which promises for him personal happiness; that, through this complete development, he may take his place as a cooperating unit in the social organization of the democracy.

At the opening of the twentieth century, the notion of guidance for the pupil as a paramount duty of the school had not dawned on the minds of educators. The reasons are not far to seek. In our own city, for example, the school population was not more than one half of the 135,000 of today. There was no intermediate school. The high schools enrolled not more than 5,000 pupils, about the number now enrolled

in the Girls' High School and in the English High School. The curriculum was, from the modern point of view, restricted, and the pupil and his family had so few choices that a poor selection of school or subject was unlikely. In that day, the teacher in the secondary schools might be called upon to teach a number of subjects, although departmental organization had been arranged by some Head Masters. The teachers were able to become acquainted with many, if not all, their pupils; understood their virtues and their shortcomings; knew their families and their background. Thus, the individual teacher, although untrained in special technique, often exercised some of the most effective duties of the guidance counsellor. The Head Master, when his school did not exceed 500 or 600, came into intimate contact with most of his pupils and, from his post of general observation, gave advice and help that enabled many a pupil to set his feet upon the right road.

These conditions no longer prevail. "My teacher," the pupil's oracle aforetime, has been relegated to the lower grades and departmental instruction has been thoroughly developed, not only in the high schools but also in the intermediate schools. There can be no doubt, of course, that through the departmental organization, with instructors highly trained in a special field, the schools have gained greatly in efficiency. However, it cannot be denied that these gains have been bought at considerable cost to the pupil. Strive as we may, the specialist tends to lose sight of the individual pupil in the enthusiasm for the subject. We must try to retain all the advantages of our specialization and to recapture the close human bond between the pupil and "my teacher." Guidance points the way.

Not only has a specialization tended to remove the pupil from the close contact with the instructor, but the enrichment of the curriculum in the last thirty years has tended, by its very excellence, to confuse the pupil and his family when a choice must be made. Here, surely, is a wide field for educational guidance that will pay great dividends. No less than specialization of instruction and the multiplication of subjects of instruction has the undreamt of growth of our high school population brought confusion to the individual pupil. The 5,000 who were enrolled in the high schools in 1900 have increased more than 600 per cent so that, today, our high schools house 32,000. No wonder that the individual has, in

too many cases, been lost in the crowd. The Head Master now knows intimately the outstanding scholars, the school leaders and, unhappily, the troublesome pupil. The rest of the school, the great body of pupils, has become, of necessity, an indistinct blur.

From this summary of present-day conditions it must not be assumed that Boston has been unmindful of the problem, or remiss in the struggle to find a solution. The advent of special classes for mentally retarded children has opened the door to many a boy and girl who would have been dubbed a dunce and finally forced out of school by lapse of time. The Department of Educational Investigation and Measurement, through its trained personnel, has adjusted the lives of many problem children. These two agencies, fine as they are, give their attention only to a few pupils under special circumstances. In the nature of things, their activities cannot be extended to all or even a large part of the school population.

In 1919, by statute, the State enabled cities and towns to undertake vocational guidance. Boston took advantage of this encouragement and established the Department of Vocational Guidance. This organization was restricted to a narrow field, was concerned largely with the important task of fitting the product of our schools to employment needs of the city. This Department, with its limited resources, has sought to free itself from these bonds and has sent full-time counsellors to some secondary schools and to others, part-time assistance. The excellent results attained by all these agencies gives us hope that we may even within our present budget, find the way to extend their advantages to the whole school body.

Our lamented leader Dr. Burke was a pioneer in this field as he was in so many others. He had, in 1928, secured the approval of the School Committee for his plan to experiment continuously with his plan of guidance. Through misunderstanding and over-expansion at the outset, for which he was in no way to blame, the plan fell into disfavor with the public and was, perforce, dropped. Its very failure, however, will help us to avoid the errors which postponed a much needed advance in school organization.

Later, Dr. Burke had planned roughly the outline of a Department of Child Accounting, through which he hoped to integrate all the agencies which, outside the school faculty, have to do with the welfare of the pupils: Attendance,

Hygiene, Measurement and Vocational Guidance. Even had not death intervened, he would not have been able to develop his plan in the face of our financial difficulties. It is our task to carry to completion the plans which he has suggested for the enlistment of all our forces for the unification of the whole system so that our return to the city may, year by year, justify the generous appropriations devoted to education.

Very briefly here, we shall suggest in outline a possible organization which at least may furnish a starting point. A great teaching body, not so long ago, tried to solve this guidance problem by placing one group in the hands of a single master who taught his pupils all their lessons up to the threshold of the college. From this practice we may learn three of the principles which underlie the success of any guidance plan: A reasonably small group of pupils; personal contact through at least three years; a teacher enthusiastic and devoted to the welfare of the pupil.

To have one teacher give instruction in all subjects is, of course, impossible and for our schools undesirable. To assign to each school specially trained counsellors is too costly. We may, however, without great cost, perhaps by pupil-hour allowance in the program give to individual teachers the guidance of a reasonable group of first-year pupils for which she will be responsible throughout the three or four years of the course. That the guidance teacher may succeed, she must have the cooperation of all the home-room teachers and of all the subject teachers. To each school must be attached one person trained in guidance work whose office will be a clearing house for all sort of information concerning the pupil that the guidance teacher may proceed from knowledge of the problem and not by guess or intuition.

In putting into practice any plan of guidance, we may fall into many pitfalls in our enthusiasm. We must remember that guidance aims to help the pupil make right decisions from facts presented; does not pretend to dictate what course the pupil shall pursue under any given circumstance. The guidance teacher must avoid the assumption of omniscience in relation to the pupil's future. We must remember that there are fields of education which lie outside the sphere of the school and must be left to the family and the Church.

By guidance, we hope to integrate all the forces of the school system that each pupil, through understanding, may have a

chance to share fully in the gifts of the school. The problem has been with us always in one form or another and is now pressing for a solution. Upon the success of our efforts in arriving at a correct answer will depend the success of all our work. We believe that anyone who is asked to undertake a special task in working out the plan in detail will generously make the sacrifice for the common good, but we must all give thought to the problem and make, each of us, a contribution that will assure a successful outcome. In this great field the answer will come from the service. In our schools, reforms, new projects, come not by imperial ukase but by the action of all the forces of the department.

Respectfully submitted,

PATRICK T. CAMPBELL,
Superintendent of Public Schools.

APPENDIX TO REPORT OF SUPERINTENDENT PATRICK T. CAMPBELL

PARTICIPATION BY BOSTON SCHOOL CHILDREN IN THE NATIONAL YOUTH ADMINISTRATION

By virtue of the authority vested in the President of the Emergency Relief Appropriation Act of 1935, approved April 8, 1935, by the 74th Congress, the National Youth Administration was established under Executive Order No. 7034 of May 6, 1935. The National Youth Administration was to function within the Works Progress Administration.

The functions and duties of the National Youth Administration were defined:

> To initiate and administer a program of approved projects which shall provide relief, work relief, and employment for persons between the ages of sixteen and twenty-five years who are no longer in regular attendance at a school requiring full time, and who are not regularly engaged in remunerative employment.

In the performance of such duties and functions, expenditures were authorized for necessary supplies and equipment: law books, books of reference, directories, periodicals, newspapers, and press clippings. The Director of the National Youth Administration was authorized to accept and utilize voluntary and uncompensated services, services of State and local officers and appointees, and to appoint necessary officers and employees, that, in so far as practicable, the persons employed should be selected from those receiving relief.

The objectives of the National Youth Administration are:

1. To provide part-time employment on W. P. A. projects for young people between the ages of sixteen and twenty-five, from relief families.
2. To stimulate the development of socially desirable projects and enterprises designed to benefit youth generally.
3. To provide funds for the part-time employment of needy college and graduate students.
4. To provide funds for part-time employment of needy school students chiefly from relief families.
5. To encourage job counselling, training and placement services for young people.
6. To encourage the extension of constructive educational and job-qualifying leisure time activities.

The organization of the National Youth Administration was both National and State, under the Works Progress Administration. On each National and State Advisory Committee were representatives of labor, business, agriculture, education and youth.

The State Division, administered by a State Director, attempted to mobilize the industrial, commercial, agricultural and educational forces to provide employment and other practical assistance to the unemployed youth. A coordinated program of work and work opportunities, job training, and retraining for unemployed youth called for the utilization of all existing public and private agencies, industries, schools and various training facilities which might assist in meeting the various phases of the youth problem.

The youth program was designed to encompass all persons between the ages of sixteen and twenty-five years who were no longer in regular attendance upon full-time school and who were not regularly engaged in remunerative employment. The program included employment and apprenticeship training; job training and job placement; work relief; training for public service; and education. In effecting the education program, the N. Y. A. reached into the classrooms of every city and town high school in an endeavor to aid needy students to continue their studies.

The allocation of funds for the projects to be carried on by the State Youth Administrations was made in Washington on the basis of the youth relief population in each state. Funds for the Educational Aid Program were allotted by the Washington office:

1. In the case of the school funds on the basis of 7 per cent of the number of persons between the ages of sixteen and twenty-five on relief in May, 1935, in any particular state.
2. In the case of the college funds on the basis of 12 per cent of the total enrollment of students as of October 15, 1934.
3. In the case of the funds for graduate students on the basis of the number of non-professional masters' and doctors' degrees conferred between July 1, 1934, and June 30, 1935.

The educational aid program planned that students between the ages of sixteen and twenty-five might continue their

education. The aid was available to members of relief families and other youths whose need was such that without the aid they could not continue in school. The maximum amount that might be earned by a high school student was six dollars per month. The hourly rate of pay was thirty cents. The primary consideration in selecting students for this assistance was the need of the student. Head Masters, guidance committees, teachers and counsellors considered also the character of the student and ability to do school work and the program of courses (to be eligible a student must carry three-fourths of a student program). Qualified students were granted aid in return for excellence in the performance of full-time school studies.

All institutions of less than college grade, both public and private (including parochial schools), were eligible to participate, provided the institution was non-profit making in character.

When the Head Masters and Principals of our schools were notified, their response was hearty. Promptly the necessary affidavits were filed, and, by means of bulletin board notices, the school paper, assembly and classroom announcements, the opportunity was made known to all those who might be eligible.

On the student applications the need was stated for money to purchase food and clothing. In some cases carfare was required.

The City of Boston was originally allotted $11,094 per calendar month, based on a quota of 1,849 students to be aided. During the winter and spring the need was so great that, when necessary, the allotment was increased. The number of students approved for participation grew from 348 students earning $1,428.89 in October, 1935, to 2,163 students earning $11,750.28 in March, 1936. A part of this increase was due to a modification of the age limit to include those who would reach their sixteenth birthday during the school year.

The work performed by the students was planned to be socially desirable, not including those tasks commonly performed by students as a part of their responsibility as citizens and as members of the student personnel. Each Head Master and Principal passed on the acceptability of the work assigned, and each Principal was held responsible for assuring that the character of the work performed was satisfactory and performed under proper supervision.

The students of the Boston schools who participated in the National Youth Administration aid engaged in the following tasks (the performance of which displaced no paid workers):

Repairing books and cleaning marked books
Clerical work in Master's office
Delivering supplies
Delivering mail within the building
Care of plants and teachers' desks
Assisting in art room, mounting and pasting pictures, etc.
Assisting in book room, labeling and classifying books
Assisting in library
Assisting in lunch room and cafeteria
Assisting in laboratory
Assisting in health room
Locker key assistants
Care of sewing rooms
Messenger service
Assistant to mimeograph supervisor
Filling ink wells
Arranging cabinets
Cataloging and filing
Policing locker rooms, classrooms, corridors, yards
Repairing stock in shops
Connecting motors and pulleys in Industrial Chemistry Laboratory
Repairing athletic material
Assignment to Settlement Houses, to do office work, checking, typewriting, etc.
Assignment to Community Health Centers, for clerical assistance
Care of bulletin boards
Preparation of cooking materials.

The value of this work to the school, as well as the value of the relief in preserving the morale of the student aided has been very great.

The aid granted under the National Youth Administration, to needy students in our schools has been fully appreciated by the recipients. The attached table shows the monthly distribution by schools.

NATIONAL YOUTH ADMINISTRATION STUDENT AID PROGRAM IN BOSTON FOR THE SCHOOL YEAR 1935-36

Schools	October		November		December		January		February		March		April		May		June		June		Totals		
	Students	Amount	Students	Amount	Students	Amount	Students	Amount	Students	Amount	Students	Amount	Students	Amount	Students	Amount	Students	Amount	Students	Amount			
Public Latin			2	$6 60	13	$62 85	19	$105 00	21	$105 55	31	$164 19	32	$178 77	32	$175 77	23	$124 77			$923 94		
Girls' Latin					4	12 33	4	16 20	4	15 60	3	14 10	3	18 00	3	16 80	3	18 00	1	$1 65	112 68		
Brighton High					32	72 90	36	165 75	49	245 25	55	307 20	58	318 90	52	270 00	45	223 50			1,603 50		
Charlestown High			30	72 36	61	276 72	89	464 75	96	525 17	106	615 50	117	672 25	112	608 80	94	556 30			3,791 85		
Dorchester High (Boys)					26	91 68	34	77 60	46	243 99	57	295 65	58	305 88	53	288 51	41	215 40			1,518 71		
Dorchester High (Girls)			9	54 00	42	252 00	46	276 00	50	299 00	59	353 00	61	365 00	53	318 00	50	299 70			2,216 70		
East Boston High			15	33 30	41	224 12	48	242 19	48	253 80	51	267 39	51	269 31	51	239 16	45	245 73			1,775 00		
English High			35	66 60	98	309 00	138	745 35	145	813 30	188	1,047 00	200	1,131 60	179	901 05					5,013 90		
Girls' High			8	27 21	56	249 91	84	408 30	125	550 25	136	555 55	135	664 74	146	769 94	120	603 30			3,829 20		
High School of Commerce			14	18 90	46	183 80	62	234 90	70	290 60	95	418 04	90	377 75	75	316 80	58	207 15			2,047 94		
High School of Practical Arts			5	10 26	20	55 22	38	124 48	46	159 77	52	204 74	52	207 59	51	207 85	48	184 65			1,154 56		
Hyde Park High			14	78 70	61	356 85	68	389 80	77	449 80	75	438 23	77	448 73	70	411 23	66	388 73			2,962 07		
Jamaica Plain High					105	527 40	129	738 60	162	949 50	205	1,186 68	213	1,254 18	222	1,234 38	181	1,020 90			6,911 64		
Jeremiah E. Burke High			14	30 15	44	157 05	79	380 25	83	443 15	103	550 25	121	639 65	115	623 20	105	532 83			3,371 53		
Mechanic Arts					56	147 37	58	203 58	86	353 99	83	345 63	86	401 21	78	354 02	73	325 86			2,131 66		
Roxbury Memorial (Boys)			11	31 50	60	310 98	67	348 50	73	393 50	80	435 75	76	404 55	71	401 16	61	305 90			2,631 84		
Roxbury Memorial (Girls)			13	39 93	87	113 04	79	384 27	91	474 54	104	572 46	111	589 20	108	598 41	106	629 50			3,401 35		
South Boston High			25	129 90	112	660 30	139	711 75	155	708 00	159	871 80	146	788 40	138	762 30	122	666 60			5,299 05		
Boston Clerical			6	33 00	24	136 40	32	181 30	31	176 31	37	214 32	37	225 04	32	185 34	30	173 34			1,325 65		
Boston Trade			10	33 60	44	170 40	64	312 00	75	424 80	86	478 20	84	460 20	78	432 60	63	347 40			2,659 20		
Trade School for Girls			80	424 98	114	619 66	115	629 15	117	653 15	119	673 08	105	609 38	86	498 68	14	81 20			4,189 28		
																						$58,870 65	High Schools
Abraham Lincoln							2	3 75	4	9 90	4	13 20	4	12 45	3	11 49	3	11 49			$62 28		
Clarence R. Edwards					4	12 90	6	32 70	8	48 00	9	54 00	9	46 80	7	42 00	7	42 00			278 49		
Horace Mann									1	4 14	1	5 40	1	6 00	1	6 00	1	6 00			27 54		
Joseph H. Barnes																	1	6 00			6 00		
Mary E. Curley											15	87 60	18	108 00	17	102 00	16	96 00			393 60		
Michelangelo					2	12 00	2	12 00	6	36 00	7	42 00	7	42 00	7	42 00	5	30 00			216 00		
Patrick F. Gavin											2	9 54	2	6 00	3	13 74	4	16 47			46 35		
South End Opportunity			10	50 15	64	373 30	64	373 28	75	440 30	88	501 30	88	491 90	84	455 00	78	440 20			3,125 43		
William Barton Rogers					2	7 80	2	12 00	2	12 00	2	12 00	2	12 00	2	12 00	2	12 00			79 80		
Woodrow Wilson											1	6 00	2	9 50	2	10 20	2	9 90			35 60		
																						4,271 00	Intermediate
Schools (Parochial):																							
Academy of Notre Dame							1	6 00	1	6 00	1	6 00	1	6 00	1	6 00					$30 00		
Cathedral							9	50 99	12	68 60	12	69 00	13	75 00	16	93 00	17	98 27	17	99 00	533 86		
Fitton	3	$17 75	3	17 75	6	35 75	7	41 75	8	43 25	8	40 50	6	33 50	6	33 50	6	32 50			296 25		
Gate of Heaven									4	19 20	4	24 00	5	25 20	4	17 70	4	23 40			109 50		
Mission (Boys)			28	168 00	35	203 10	38	228 60	39	234 00	35	210 00	32	186 00	31	186 00					1,415 10		
Mission (Girls)			8	48 00	25	149 00	28	159 90	28	168 00	27	162 00	27	162 00	27	162 00	27	162 00			1,172 90		
Nazareth			2	12 00	10	57 00	10	57 00	10	60 00	10	60 00	10	60 00	10	60 00	10	60 00			426 00		
St. Columbkille									3	16 10	3	17 00	3	17 00	3	15 96	3	17 00	3	15 30	98 36		
St. Gregory			6	36 00	6	36 00	6	36 00	6	36 00	6	36 00	6	36 00	6	36 00	6	36 00			288 00		
St. Joseph									5	30 00	5	30 00	5	30 00	5	30 00	5	30 00			150 00		
St. Patrick					6	36 00	9	54 00	9	54 00	9	54 00	9	54 00	8	48 00	8	48 00			348 00		
																						4,887 97	Parochial
Totals	3	$17 75	348	$1,428 80	1,256	$5,942 92	1,642	$8,207 09	1,871	$9,814 95	2,133	$11,457 30	2,163	$11,750 28	2,048	$10,996 50	1,553	$8,327 99	21	$115 95		$68,029 71	

COMPARISON OF PUPIL ENROLLMENT BY GRADES

(Grade I Through Grade XII, 1915 and 1935)

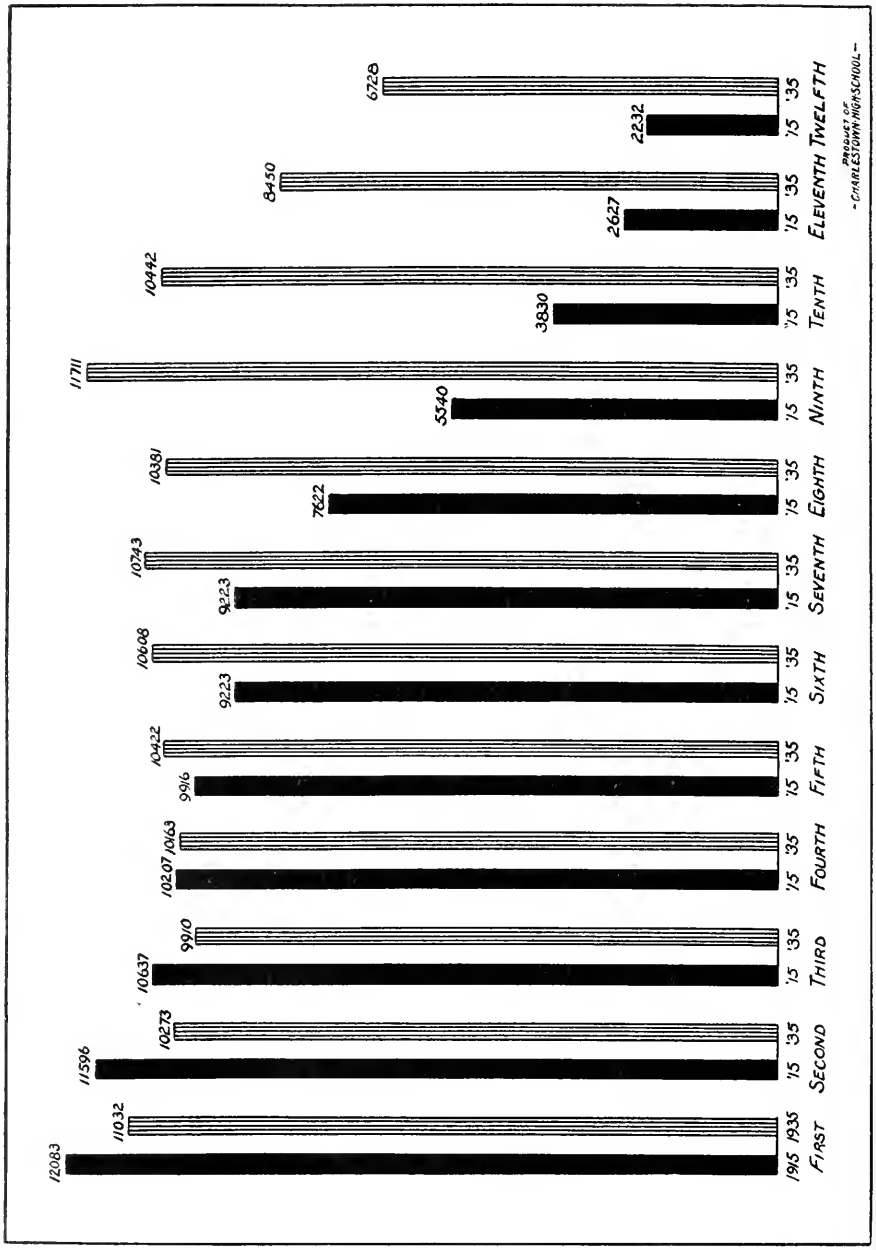
The effectiveness of a school program may be judged to a large extent by the number of pupils who complete the high school program. The graph that follows comparing the two years 1915 and 1935 gives a clear picture of the growth and retention of pupil population by grades in our schools over a period of twenty years. Some of this growth is due to the increase in the population of the city, but this increase has been relatively small. In no way is it comparable to the growth and retention of the school enrollment in the higher grades. The declining birth rate in the city and the movement of population to suburban towns are reflected in the first, second and third grade enrollment.

In 1915, Grade I had 1,000 more pupils than Grade I in 1935. But in 1935, Grade XII had more than three times as many pupils as Grade XII in 1915. This in itself shows a greater retention in school. In 1935, Grade XII had 61 per cent as many pupils as in Grade I for that year, but in 1915, Grade XII accounted for less than 20 per cen of the first grade population.

Some very interesting facts are illustrated in this graph. The enrollment for the fourth grade is nearly the same for the two years 1915 and 1935. But for Grades V to XII there is a change worthy of special notice. There is a conspicuous retention of pupils, even an increase, until Grade XI. Various factors operate to produce this condition in the schools. A strict enforcement of the compulsory attendance law naturally has contributed to the larger enrollment in the upper grades. Lack of opportunity for employment has also induced a great many pupils to continue through the twelfth grade.

But there are other reasons for this remarkable increase in school enrollment in the upper grades. The changes made in the promotion practices in the first and second grades and in the methods of teaching in those grades have produced a more equable distribution of pupils to the succeeding grades. The program of the high school has been enlarged, vitalized and made to meet the needs of the pupils of today. The ever increasing realization that education is the basis of American democracy aids in holding boys and girls in school.

BOSTON PUBLIC SCHOOLS
COMPARISON OF PUPIL ENROLLMENT BY GRADES, 1915 AND 1935



The reconstruction of our high school program should further aid in bringing the numbers for the eleventh and twelfth grades up to the level of the ninth and tenth grades. In fact, it is the aim of the school system to make the number of pupils in Grade XII equal to that of Grade I. When this is realized, the high school enrollment will not be subject to further violent increases. It is well to watch our present expansion in high school housing with this fact in mind.

SAFETY EDUCATION RESEARCH SURVEY

The Safety Education Research Survey which was started in April was one of the W. P. A. projects organized by the Boston School Department under the direction of the School Committee and the Superintendent of Schools. The United States Government furnished the money for personnel wages and the Boston School Committee furnished the housing, the equipment and the supervision.

Purpose

The purpose of the Safety Education Research Survey was a study of the incidence, nature of accidents and injuries, and of the contributory factors of such accidents and injuries to the pupils of the Boston Public Schools. Information gained from this Survey is to be used as a guide in developing a program of safety procedures for assurance of maximum safety for all pupils. It is also intended to follow up the program with suggested recommendations.

Organization

The Continuation School at 25 Warrenton street was used to house the project with a personnel of thirty for five days each week. The working hours were from 9 a. m. to 4.30 p. m.

The Supervisor of Health Education was appointed by the Superintendent to organize and supervise the work of the Survey and he was assisted in the execution of the work by a Supervisor from the W. P. A. roles.

The original estimate of approximately thirty workers necessary to complete this study proved to be the actual requirement. However, the personnel of the project varied in number from time to time during the process of selection for qualifications and experience. It was necessarily a mobile organization and everyone cooperated to the fullest extent in order to make the Survey a success.

Cooperation

The most helpful and encouraging aid given the project was the whole-hearted cooperation of the Police, Fire and Traffic Departments.

We are grateful to the City Planning Board for the originals of the section maps from which we were able to get a sufficient number of duplicates to meet our needs.

Procedure

Work was carried on by units, each unit headed by a leader selected because of his previous training in the field of safety.

A letter of introduction issued personally by the Superintendent served as the credential for each field worker. The surveyors organized in working units started the School Safety Survey in East Boston.

Each group was furnished instruction sheets and prepared forms made up of two pages of items concerning School Environs and Physical Features and two pages referring to Pedestrian and Traffic Conditions. It might be well to add at this time that all forms and working blanks, etc., used by this Survey were prepared and mimeographed by the office force in the Continuation School.

In addition to a careful check of each item in the form, the surveyor submitted a personal observation study, giving desirable information and recommendations about the school and community as a result of his intensive field work. The worker secured information and submitted recommendations on:

a. The safety physical features of the school and community.
b. The safety supervision in school and community.
c. The safety habits of pupils in school and community.

A total of two hundred and sixty primary, elementary and intermediate schools and the twenty senior high schools were visited. Many interesting facts and figures were gathered and visually portrayed by graphs, charts and tables.

The following material has been put together, labeled, and has been sent to the Masters of each district:

1. Pedestrian Accident Summary and Resumé.
2. Spot Study Map of Injuries and Fatalities.
3. Accident Frequency Study.
4. Intersection Approach Speed Study.
5. Copy of Report to the Traffic Commission.
6. Hazardous Streets and Intersections Used by Pupils to and from School.

7. Hazardous Areas Used by School Children For Play and Recreation Purposes.
8. Pupil Accident Summary.
9. Shop Accident Summary.

Pedestrian Accident Summary

In addition to the field force, another group remained at the office preparing data on Pedestrian Accidents. A card file system of all automobile accidents to minor pedestrians occurring throughout the city during the period from January 1, 1932, to January 1, 1936, was installed with the cooperation of the Traffic Department. From this file we segregated accidents by sections and had each of the fourteen sections summarized. Blue-print summaries were made in sufficient numbers to supply each Master with a copy.

Spot Study Maps

On over two hundred maps of the different sections of the city the locations of injuries and fatalities to school children for the last two years were spotted, blue for injury and red for fatality.

Accident Frequency Studies

These studies averaged from five to twenty-five pages in length and were supplemented with an introductory page which gave a brief resumé of the highlights contained in each study. These summaries were made up of seven columns, headed, viz.: Location, Time, Date, Day, Sex, Age, Action of Pedestrian.

The accident frequency studies include the two-year period from January 1, 1934, to January 1, 1936, and were intended as a case study of the accidents spotted on the Spot Study Maps.

Intersection Approach Speed Studies

In conjunction with the Boston Traffic Commission we undertook the counting and timing of motor vehicles on high-speed thoroughfares in the vicinity of schools in congested areas of Boston. We feel certain that our work in this regard will prove of value to the Police and Traffic Departments as well as the Masters of the Schools effected. It should serve both as an instructive and an accident prevention aid. At the same time and in the report a Volume Traffic Count is recorded. Some of the average speeds clocked in the congested school

areas about the city are amazing. We consider this phase of our work as one of the most important that was undertaken.

Report To Traffic Commission

A report divided according to sections of the city was made to the Traffic Commission regarding installation of and remarking of school crosswalk lanes for each school. Six hundred and twenty-six of these suggestions were made and we are happy to report that these recommendations were acted upon and given the utmost consideration by the Traffic Commission of the City of Boston.

Hazardous Streets and Play Areas Used By Pupils To and From School

This report was taken from the several field forms. These forms were analyzed and compiled in the home office, then rechecked and separated into individual reports to cover every school district in the city with appropriate remarks pertinent to each school. Material of this kind will tie-in very nicely with the School Safety Program by acquainting the Masters with a complete list of the danger spots in their districts and why they are dangerous.

Safety Research—(Legal)

Work was carried on at the State House Library and at the Social Law Library involving a general study of Massachusetts Laws pertaining to child safety. A study of the Boston Traffic Rules and Regulations which contribute to safety of children was also made, supplemented by a study of School Committee Rules and Regulations. This material will fit into future school safety publications.

Safety Research—(Educational)

Work was carried on at the Administration Library covering the history of safety education in the Boston Public Schools. A research worker gathered the data from the Boston Town Records, the original records of the Boston School Committee and the many school reports and documents. The various items were typewritten on cards, which will be deposited in the School Administration Library for use of the teaching personnel.

Analysis and Compilation of Pupil Accident Reports

Over twenty-five hundred pupil accident reports, which occurred in the Boston Public Schools between the years 1928

through 1936, were studied and tabulated, by school, district and year, then by month from September through June of each succeeding year. A further break-down was made distinguishing between the accidents happening in the school buildings and those which occurred on the school grounds and going to and coming from school. To supplement further this important study we have prepared a summary outlining major and minor injuries to the school child along with information on the duration of time lost due to the specific injury involved.

Analysis and Compilation of School Shop Accident Reports

A further study of the School Shop Accident Summary has been compiled by our statisticians. This report is self-explanatory and will need no further description, except to add that over one thousand shop accidents were studied covering the period of years from 1928 to and including 1936. The fact that on the average of one accident happens daily in some school shop is worthy of our attention.

Special Studies

Many special studies were made covering individual safety problems:

1. Traffic Officer Location and Duration of Supervision.
2. Re-survey of Monument Square in Jamaica Plain.
3. Survey of new Intermediate School at John Eliot Square in Roxbury.
4. False Fire Alarm Study.
5. Four Special School Studies have been put together covering every Primary, Elementary, Junior and Senior High School in Boston. They are headed as follows:
    (*a*) Average Time to Empty Each School at Fire Drill.
    (*b*) Number of Teachers Who Have Taken a Course in Safety.
    (*c*) Items Desired to Assist in Efficiency of Safety Programs.
    (*d*) Schools Having Safety Patrols or Safety Councils.
6. Red Cross Summary.
7. Questionnaire Study.
8. Special Graphs.

SCHOOL SAFETY SURVEY

Minor Pedestrian Accident Summary

(January to June, 1935, Compared with January to June, 1936)

A marked decrease in both Injuries and Fatalities to minors (ages 1–20) was shown in the six months period January 1 to June 30, 1936, over the same period for the preceding year.

For the six months ending June 30, 1936, there was a total of 424 accidents, as against 501 for the first six months of the previous year, a decrease of 77, or 15 per cent.

Fatalities numbered 17 for the first half of 1935 as against 11 for the first half of 1936, a decrease of 6, or 35 per cent.

While accidents to children of school age showed a marked decrease, the pre-school age group showed an increase of 21 per cent over 1935, although fatalities showed a decrease of 28 per cent.

Of the 424 accidents in 1936, 259, or 61 per cent, occurred between intersections and the remaining 165, or 39 per cent, at intersections. Of the 501 accidents for the first half of 1935, 354, or 71 per cent, occurred between intersections and the remaining 147, or 29 per cent, at intersections. It was interesting to observe the 26 per cent decrease of accidents at between intersections.

Attention is called to the fact that in each year the greatest number of accidents occurred in the pre-school group, with a proportionate decrease with the rising of the age group.

School Safety Survey — Minor Pedestrian Accident Summary

(January to June, 1935, Compared with January to June, 1936)

Age	1935		1936		Per Cent Of	
	Injuries	Fatalities	Injuries	Fatalities	Increase	Decrease
5 years and under	130	7	158	5	21.54	28.57
6–8 years	142	5	87	3		38.73 40.00
9–11 years	82	2	61	1		25.61 50.00
12–14 years	67	1	61	1		8.96
15–17 years	39	2	34	—		12.82 100.00
18–20 years	24	—	12	1	100.00	50.00
	484	17	413	11		
Six months' total	501		424		15.36	

Minor Pedestrian Accident Summary

(January to June, 1935, Compared with January to June, 1936)

At Intersections

Age	1935		1936		Per Cent of	
	Injuries	Fatalities	Injuries	Fatalities	Increase	Decrease
5 years and under	37	—	51	1	37.83 100.00	
6–8 years	35	3	31	—	—	11.43 100.00
9–11 years	24	1	23	—	—	4.17 100.00
12–14 years	18	—	31	1	72.14 100.00	
15–17 years	21	—	18	—	—	14.29 —
18–20 years	8	—	8	1	— 100.00	—
	143	4	162	3		
Six months' total	147		165		12.25	

Minor Pedestrian Accident Summary
(January to June, 1935, Compared with January to June, 1936)

Between Intersections

Age	1935		1936		Per Cent of	
	Injuries	Fatalities	Injuries	Fatalities	Increase	Decrease
5 years and under	93	7	107	4	15.05	42.86
6–8 years	107	2	56	3	50.00	47.66
9–11 years	58	1	38	1	—	34.48 —
12–14 years	49	1	30	—	—	38.78 100.00
15–17 years	18	2	16	—	—	11.11 100.00
18–20 years	16	—	4	—	—	75.00 —
	341	13	251	8		
Six months' total	354		259		26.84	

REPORT OF DIRECTOR OF MUSIC

Today, more than ever before, the importance of music education in the schools of our country is receiving much deserved recognition. With the coming of so many marvels of scientific discovery and modern invention, which, with the pressing of a button or flip of a switch, bring into the large majority of our homes music of all types and forms from every corner of the globe, it is most urgent that the ideals and good taste of our people be well guided and carefully preserved. These wonders of a modern age, while affording us many new comforts and conveniences in our domestic life, offer a serious threat to the further development and perpetuation of the art of music in America.

As the value and beauty of this art is measured through the medium of sound, it naturally follows that music is one of the major products of the radio, phonograph and other mechanical sound-producing devices. Every hour of the day the air is fairly saturated with programs of every description for the entertainment of the public. Fortunately, some of these programs are very educational, as well as recreational, but it is a regrettable fact that a large percentage of the radio audience prefer to listen to the more flippant, meaningless and ofttimes vulgar jingle that masquerades under the banner of music. This type of entertainment has been aptly termed by a well-known composer and conductor "music that appeals to the feet rather than to the heart."

Much of this "abuse of music," which contains every known violation of harmonic principle and form-structure, is characterized by ugly and grotesque sound effects offensive even to the uneducated ear and is evidently intended to appeal to the most unrefined and base emotions of the people. Those who select and enjoy such entertainment must be incapable of discriminating between the good and bad in the art, which fact, in itself, is a reflection of the inadequacy of their music education. As a result, their tastes and ideals are easily corrupted and false standards and norms are established in their minds.

To counteract this wave of art destruction, great care is exercised in our schools in the molding of discriminating tastes

and in the development of a love and appreciation for the beautiful. It is, therefore, in the interest of good citizenship and character development, as well as of vocational assistance, that so much has been done in the past, and is being done today, in the schools throughout the country to equip the children with a thorough musical education.

Music and art are no longer regarded as special gifts for the chosen few but rather as a rich and cultural source of mental nourishment which may be equally apportioned for the good of all. To this end, all students are urged to take advantage of the opportunities offered them to develop their musical talents.

The capacity to enjoy and understand what is fine in music is a much coveted personal possession, the attainment of which is made possible through the course of study available in our Boston Public Schools.

The Music Department of the Boston Public Schools is at present composed of twenty-eight permanently appointed members: 1 Director of Music, 9 Assistant Directors (3 assigned to vocal work only, 2 to orchestra work only, 3 to vocal and instrumental work, and 1 to band work only), 12 Assistants in Music, 5 Supervisors of Bands and Orchestras, and 1 Supervisor of Drum and Bugle Corps. The twelve Assistants in Music supervise the teaching of music in kindergarten and Grades I to IX.

Upon the entrance of the child into kindergarten, immediate steps are taken to quickly develop a sense of pitch and rhythm and to arouse an early interest in, and love for, good music.

Skill in the use of the singing voice is developed through the practice of singing folk songs and simple tunes of appealing interest to the child. In this work, which is taught by rote, much thought and attention are given to good posture, tone placement and correct method of breathing. The matters of clear word pronunciation and a definite understanding of the thought content of each song to be sung receive serious consideration. Carefully selected material is used and many patriotic songs, songs of nature, game and recreation songs, and songs of love and loyalty are taught. All material used meets the requirements of good taste, scope of class understanding and technical ability, as well as lesson objectives. The expression of the text of this music does much to direct the budding emotions of the child toward high ideals and, in this way, music proves an invaluable aid in the development of character.

In previous years, a great many so-called non-singing or tone-deaf pupils were found in the upper grades. Today, this number has been greatly reduced due to the skillful methods of correction employed by the teachers in the kindergarten and early elementary grades.

The rhythmic sense of the child is developed in kindergarten and lower grades through the practice of listening to music played on the piano or phonograph and having the pupils respond by the clapping of the hands, marching of the feet, or swaying movement of the body. Game songs are very helpful in this regard. Rhythmic instruments such as small drums, bells, tambourines, wood blocks, triangles and castanets are used to arouse in the child an early interest in instruments and instrumental music.

In Grade I instruction, similar to that given in kindergarten, is continued with a corresponding advance in the scope of material used and results obtained. More exacting demands are made on the children's listening power and the recognition of familiar tunes, phrases and musical figures is emphasized.

Grade II introduces sight singing through observation song study from the blackboard. The names and meaning of the symbols such as staff, notes, time signatures and rests are added to the work already done.

Through the various successive stages of advancement, embracing many new problems in theory, vocal mastery, sight reading and the coverage of an extensive repertory, all of which are assigned at definite periods as stated in our printed course of study, the vocal student is brought to the seventh grade. The changing period of the male voice usually arrives during Grade VIII and here the study and use of the bass clef in singing is introduced. The addition of this new vocal part inaugurates the practice of four-part singing which is carried through the high school to a high point of development. At the same time, the more mature intelligence of the pupils arouses a greater interest in the study of song interpretation.

Glee clubs and special choruses are formed from the best material in the music classes, usually from Grades VII and above. In some schools, these groups can be organized in the sixth grades and, in a few rare instances, as early as Grade V In addition to the special training these selected groups receive in singing music of a superior type, they are given the valuable experience of public performance at many of the school functions, such as assemblies, parent teachers meetings, patriotic

and civic celebrations, and graduation and class day exercises, in which music is an important part of the program. These groups frequently give musicales which are designed to exhibit the superior skill and musicianship of the performers and to arouse a more active interest in music on the part of the other students in the school. Opportunity is offered, on these programs, for the appearance and performance of solo talent that has been discovered and developed during the year by the instructor. Performances of operettas, musical comedies and programs showing the correlation of music with the other subjects are frequently given. In many cases, much revenue is derived from these activities and is placed in the school fund for use in purchasing much needed equipment which would otherwise be unavailable. The accomplishments of the glee clubs, and the soloists associated with them, represent the highest vocal attainment in our public schools.

The needs of the public school children in the instrumental field of development are being cared for on as broad and thorough a basis as the resources of the Music Department will permit. Fortunately, for the school students, conditions existing in the music profession for the past ten years have caused many able musicians formerly engaged in the solo field to turn their attention to public school education. The economic depression and the substitution of machinery for the handicraft of the individual has resulted in great hardship to artists as well as to the industrialist. As a result, the music departments of our large public school systems are equipped with teachers who have enjoyed a broad experience in the professional field and who are capable of giving expert instruction to the pupils in their charge.

There are twenty temporary instrumental instructors in the Boston Public Schools teaching clarinet, drum, violin, cello, French horn, flute, fife, and the several brass instruments. All of the instructors are skilled performers on the instrument which they teach.

Small orchestras, bands, drum corps and other instrumental groups are developed from the instrumental classes. Practically every school district has at least one instrumental group, many schools have more. The benefits derived from the work of these music units prepare the participants for the more advanced activities of similar classes in the intermediate and high school grades. Within the larger organizations small

instrumental units are formed, composed of the superior performers who are given every opportunity and encouragement to exhibit their skill and develop their ability by playing at school functions. They receive, in addition to this beneficial experience, special technical training in the playing of their instruments. Coordinated effort to a common objective of high standard with subjection to well regulated discipline are some of the character molding principles which are taught to these groups. The successful functioning of these musical units at school assemblies of every nature has materially added to the interest of the school programs and has inspired and encouraged the performers to greater effort and interest in their music study.

One of the outstanding achievements of the school year is the Annual Parade of the Boston School Cadets, in which the bands and drum corps organized and developed by the Music Department play an active part. In the parade of June 8, 1936, eleven high school bands, fourteen high school drum corps, and fifteen intermediate school music units furnished the necessary music for marching. The performance, appearance and conduct of these groups drew many favorable comments from the public who witnessed their work. These same units participate annually in the competitive military drills held in their respective high schools by supplying the music required for the occasion and giving an exhibition of playing, marching and military maneuvering.

It is but natural that many of our most talented music students will seek the professional field for their livelihood. The training which these pupils receive in the advanced music units constitutes a valuable preparatory course for their vocational objective and it is to this end that our three outstanding instrumental units — Boston Public School Symphony Orchestra, Boston Public School Junior Symphony Orchestra and Boston Public School Symphony Band — have been organized. These organizations are composed of the best instrumental talent available in the public schools of every section of the city. The most valuable training in the study and performance of a high type of classic material, and the opportunity to appear in concerts of the finest standard, make membership in these symphonic groups a matter of much personal pride and honor.

The use of the radio as an aid to music education has not been overlooked. For many years past the Music Department

has conducted successfully broadcasts of instrumental and vocal music which were performed by public school pupils. Three such broadcasts, under the auspices of the Boston School Committee, were given through station WAAB in the spring of 1936. Appropriate announcements and remarks were made by the Director of Music.

The first of these broadcasts, which was entirely instrumental in character, was played by the instrumental teaching corps of the Music Department. The program selected for this occasion, and the remarks of the Director, were designed to acquaint the general public with the professional ability and technical skill of the corps of teachers to whom is entrusted the instrumental training of the public school children. The second of this series of broadcasts was devoted entirely to folk song and was performed by a sixth grade special chorus. In this instance, the origin, historic interest and musical beauty of folk music was explained and emphasized, as well as its proper place in the repertory of our youthful vocalists. The third and final program of this series demonstrated the vocal accomplishments of a high school glee club and the instrumental talent of some of our youthful aspirants to the professional field of music. The glee club, its origin and development, its entrance into educational fields, and modern trends in contemporary work were subjects touched upon in the discourse given at this time.

These radio activities resulted in much encouragement and inspiration to the pupils who participated in them, aroused a keener interest in the study of music and fresh enthusiasm for their future endeavors. Proper radio performance necessitates a keen regard for the fine principles of tone production, clear word pronunciation, good diction, expression and interpretation as taught in the singing classes. Such work, therefore, constitutes a practical application of the highest standards of vocal training, as well as the valuable experience of public performance. Another notable benefit resulting from this source is a more sympathetic understanding and interest on the part of the parents in the school work of their children.

The value of listening to fine educational programs has received country-wide recognition and such programs should be made available to the public school pupils whenever possible. The music teachers in our schools consider it their duty to keep the children duly informed of such concerts and broadcasts as are beneficial and instructive to them and to assist them, as

far as possible, in the enjoyment and appreciation of these programs. The further exploitation of this field of music education deserves recommendation and encouragement.

It is to be hoped that, with the coming of better times, certain evident needs in the Music Department will be cared for. Obviously, the teachers of the elementary grades should be thoroughly equipped with a fine sense of the elements of pitch and rhythm and should have good musical taste and effective methods in subject presentation in order that a correct and solid foundation may be laid in the early grades of music study.

More time allotment for the study of music by the serious-minded groups engaged in glee club and orchestra work, with proportionately added credit allowance, would certainly lead to greater and more satisfactory results.

The addition of a course in Music Appreciation in our high schools would enable music students of special talent to prepare themselves during their school years for what may become their life work. It would also stimulate a more active interest in music by a better understanding of it. Such a course should embrace music history, elementary harmony, light musical form and analysis, and a study of the lives and works of the great composers. It is obvious that a course of this type is essential to the future welfare and happiness of the professionally minded music student.

Most musicians concede that an elementary knowledge of piano playing is extremely desirable, if not essential, to the education of the musician. For this reason, the adoption of a beginners' course in piano playing in the elementary grades would naturally aid us in our musical objectives. This course, which could be limited to two years, would lay a solid foundation for the development of further musical instruction, either vocal or instrumental. Some experiments were conducted along this line in the public schools of Boston some five or six years ago, the success of which was observed and studied, at that time, by several members of the Board of Superintendents. All who witnessed this work seemed to agree that the training received resulted in remarkable achievement and that the pupils not only benefited musically but showed an increase of concentrative power that resulted most favorably in the study of their other subjects.

In the interest of better organization, many constructive measures have been adopted and put into effect. Serious

effort has been made to adjust teaching schedules to the end that long jumps, heavy mileage and scant programs may be prevented. However, the opening of new schools in the outlying sections of the city and the various methods employed by the masters in programming the music classes, frequently make the attainment of our economical objectives extremely difficult.

For the elimination of waste, an exhaustive survey has been undertaken to discover, repair and put into affective use all idle or unused pianos and musical instruments in the schools. Transfer of idle music instruments has been made in order to avoid unwarranted expenditure for new material.

It is desirable to place the training of instrumental units in the intermediate schools and the high schools, which are fed by these same intermediate schools, under the same instructor thereby enabling the teacher to follow up his work done in the earlier grades. This constructive change will be gradually effected in such a way as will not injure the continued success of any individual school organization.

It is to be hoped, also, that eventually the beginners classes on band instruments may be taken from the high schools and placed in the intermediate and upper elementary grades where they rightfully belong. To combine the beginning of technical instruction on an instrument with ensemble practice is a difficult and rather impractical undertaking, which is further complicated by the heavy demands made on the student by his regular high school program. A more thorough system of supervising the work of the instrumental instructor has been adopted, which will result in uniform standards and methods, thus enabling pupils to transfer from one school or district to another without confusing the minds of the students or retarding their progress.

With the correction of present weaknesses and the adoption of constructive measures, the Music Department hopes to develop, through music education, a great army of music loving citizens who will support and encourage the artist of tomorrow, thereby aiding in the perpetuation of the musical art in this country.

It is difficult to imagine the conditions which might have existed during the past trying period of enforced idleness and economic distress, if the cultural interests of music, art, drama and literature had been taken from the lives of the people.

BOSTON PUBLIC LIBRARY
3 9999 06314 345 5